Learners' Perceptions for Teacher's Feedback of Their Oral Performances: Case Study

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Abstract

The feedbacks given by teacher is the important role in monitoring learners during the learning process. Teacher serves feedbacks in various ways, can be correction, praise, suggestion, and so on. By receiving feedbacks, learners are able to realize their errors and they feel motivated to develop and improve their performance. However, not all learners have the same characteristics in accepting the feedbacks well. Some of learners may feel insecure during or after getting feedbacks. Therefore, this study explores learners' perceptions for teacher's feedback of their oral performances, whether they feel motivated or feel the other way. The questionnaires were the main tool to gain the information from the learners, and followed by the interview from some learners to get the further and detail explanation. The result shows that most of learners feel motivated from the teacher's feedbacks, and they have intention to perform better because they understand their errors. However, there are some other aspects that decrease their motivation by the way teacher delivers the feedbacks.

Keywords: Feedback,; Learner perception; Motivation; Performance-task

Introduction

The recent teaching approach is broadly known using Communicative Language Teaching (CLT) which the teachers do not only focus to the grammatical elements, but also the its integration into the communication as the social, cultural, and pragmatic features of language (Brown and Lee, 2015). This expansion is as the learners' demand that they need to apply the language into the real situation. It means, the language that they learn is not only for achieving the score standard of final exam in the school, but the capability in mastering language is needed for their

communication in the real life. It is including performance task explained by Brown (2004) and Kubszyn and Borich (2003) that it is identical with its authenticity of real-world tasks which learners can develop and understand the variety of its context.

The tasks offered by the teacher in this class frequently using oral performance which the learners are focused to practice related to the Base Competency (KD) as the further activity after completing theoretical understanding of the grammar and materials. Many opportunity performance tasks which teachers can offer to learners to help learners understand the context deeply and relate it to their real situation inside or outside the class. Therefore, since the task demand learners to construct their ideas and the language, teachers have roles as facilitator and guide (Brown and Lee, 2015). The feedbacks served by the teachers are valuable for learners in doing their performance. Even in some cases happened that students do not care to teachers' feedbacks, but it's as teacher's responsibility to make learners aware to the given feedbacks and take them as the important aspect in the learning process (Harmer, 2007).

Feedback on Performance

In the learning process, feedback is also given to improve the learners' performance as the correction, guidance, advised, and progress information (Brookhart, 2008). Teachers have guidance role which the feedback should be delivered to the learners during the learning. In doing performance, learners may do not realize their strength or weakness aspects. The feedback delivered by the teachers can be as the evaluative points for them in order to raise up their next performances. It should contain information related to learners' progress and show the errors to help learners identify their mistakes and guide them to improve those aspects (Lewis, 2002). Moreover, Hattie and Timperley (2007) found that feedback can give the positive effect to the students' performance development. It also improves the further performance when the feedback is focusing to correct the certain aspects (Brooks, Carroll, & Gillies, 2019). However, even almost all teachers deliver the feedbacks for the learners to correct their works or performance, not all of the feedbacks successfully give the positive impact to the learners. In this case, some learners may do not notice the correction point from the teacher when the teachers deliver the feedbacks for the whole class rather than individual.

The oral feedback, specifically teacher's oral feedback is the feedback delivered verbally to the learners based on their performances of many aspects of speaking competences such as pronunciation and delivery, communication strategies, vocabulary and language patterns, and ideas and organization (Annie, 2011). As performance-based assessment, this is direct assessment which the

cognitive, attitude, and other aspects of performance should be detailly assessed (Kubszyn and Borich, 2003). Some of teachers maybe feel confused to observe all of those aspects and it impacts the way teachers give feedback. It may happen when teachers only pay attention for several points, or they just choose the easy way to serve the feedbacks. Moreover, the total of the learners who perform are quite a lot. This can be challenged for teachers to deliver appropriate feedback for all performers.

Feedback and Motivation

The teachers' feedback cannot be separated to the impact for learners. Some learners may feel depressed during or after getting the feedbacks from teachers. As Harmer (2007) explained, the teachers also need to build the understanding for the learners that the feedback given to them are the important part and it can help them to take the better step. But in the reality, the feedbacks still give the impact for learners' motivation. Dornyei (2001) argued that not all of feedbacks has same positive impact. When the teachers are not careful enough in delivering the feedbacks, the learners may get the counterproductive comments instead of getting the positive input. When the teachers deliver the unsuitable feedbacks, they can affect to negative consequences such as discouragement, depression, and decrease in learners' learning interest when the teacher serve much feedbacks more that their needs (Lightbown & Spada, 2000; Ur, 1996).

To build the feedbacks that are motivated learners, teachers should serve 'positive information feedback' which construct the aspects that learners need to improve. 'Positive information feedback' includes positive, descriptive feedback related to the strengths, progress, achievement, and attitudes of learners (Dornyei, 2001). This kind of feedback is preferred to give more information to learners rather than teachers' judgment related to peer achievement. Learners need to know their own progress and their capability to improve their performance.

There are a lot of researches discussing the learners' perceptions of teacher's feedback from various perspectives. Vaessen, et al. (2017) investigated the learners' feedbacks motivation of the graded assessment; Davoudi, et al. (2014) correlate it to general and specific purposes courses and both researches showed that intrinsic motivation affected to their assessment, which it means teachers should consider the nature of the course and learners' intrinsic motivation in designing assessments. To make the feedback as a motivating tool, one of the ways is to integrate feedback

delivery skills as a crucial element in pedagogy in teachers' professional development activities. (Muho & Roseni, 2012). The teacher's skills, competency, and depth of course content can motivate learners in giving positive feedback (Jena & Chakrabority, 2014). This study reveals the teacher's responsibility in increasing the awareness of learners which they can share their feedback regarding to learning process.

Because in this case the learner stated that he felt worried when he got the feedback from the teacher, this study wants to investigate the other learners' perceptions to prove the information. Moreover, the male and female learner may have different perspective on the motivation affected from the given feedback, the gender is also explored in comparing the information. Hence, from the case above, the research questions that guide this research are:

1. What are learners' perceptions for teacher's feedback of their oral performance?

2. How male and female learners' motivation impacted from teacher's feedback of oral performance?

Method

The participants were 25 high school learners who have the same English teacher. They are 14 females and 11 males. This is science class; therefore, the females are more than males in the class. The learners are who have been taught by the teacher more than a year. So, they might understand the way the teacher delivers the feedback to the learners during having English performance. Questionnaires were the main tool in gaining information from the learners regarding to their perceptions of teachers' feedbacks for their oral performances. Some aspects of motivation effect were also put to measure whether the feedbacks increase or lower learners' motivation. The data was also categorized based on the gender (male and female) and it is shown to get the result among them. Interview was also done to get further information based on the questionnaire and the transcription is put to explain the questionnaire answers. In the interview, learners were asked deeper to explain teacher's feedbacks aspects that affect their motivation.

Result

Learners' perceptions for teacher's feedback

The data from learners' result questionnaires was served in table 2. That table contains the total of all learners who chose among Strongly Disagree (SD), Disagree (D), Normal (N), Agree (A), and Strongly Agree (SA) for each statement. The statements shown in the table are regarding to their perceptions of the teacher's

feedbacks during their oral performance.

Table 1. Questionnaire results of learners' perceptions

Statements	SS	D	N	A	SA
Feedback can motivate me to perform better	-	-	4	6	15
Feedback makes me afraid to perform again	3	15	5	1	1
Feedback makes me understand my mistakes	-	2	-	8	15
Feedback is as my expectation	-	-	14	8	3
Feedback tells the weaknesses of my performance	1	-	9	13	2
Feedback tells the strengths of my performance	-	-	12	10	3
Feedback during the performance can help me at that time	-	1	7	10	7
Feedback during the performance disturbs my focus	3	11	7	3	1
Feedback during the performance makes me insecure	4	7	10	4	-

From table 1, it shows that most learners (21) feel motivated to perform better in the next performance. Even though some learners (4) feel it normal, but at least they have intention to improve their performance from the teacher's feedbacks. Meanwhile, when the learners are faced with the statement 'Feedback makes me afraid to perform again', most of them (18) disagree which means they feel motivated and try to improve their next performance. The problem faced because there are 2 learners who are afraid to perform again after getting the feedback which means the feedbacks fear them to perform again even though they agree that the feedbacks can motivate them to perform better.

"The teacher explains when I make mistake"

"Mam K tells me which one is incorrect and explains the correct one"

Some learners stated that the teacher has corrected and explained well related to their performance, but a learner disagree when the feedback can make

her/him understand the mistakes.

Besides correcting the learners' mistakes, the learners also feel that the teacher praises them for their performance.

"She praises such as: 'good job!', 'your pronunciation is great'."

During the process of performance, most of learners (17) agree that the feedbacks from the teacher helps them a lot during the performance. When teacher corrects them, they know their mistakes and directly correct it when continuing the performance. However, even many learners argued that the feedbacks help them during the performance, a learner disagree for this statement and 4 learners felt that they are disturbed and insecure when the teacher cuts the performance and gives the feedback at that time.

Male and female learners' motivation impacted from teacher's feedback

The questionnaire result was categorized into two division: male and female learners. The data was compared to check the differences between the feedback impact of male and female learners'' motivation. In Table 2, the 'neutral' votes were omitted to gain the clear information between the 'agree' and 'disagree' votes of male and female genders.

Table 2. Questionnaire results of male and female learners' perceptions

Statements	MALE		FEMALE	
	A	D	A	D
Feedback can motivate me to perform better	100%	-	100%	-
Feedback makes me afraid to perform again	-	100%	18%	82%
Feedback makes me understand my mistakes	100%	-	93%	7%
Feedback is as my expectation	100%	-	100%	-
Feedback tells the weaknesses of my performance	100%	-	89%	11%
Feedback tells the strengths of my performance	100%	-	100%	-
Feedback during the performance can help me at that time	100%	-	90%	10%
Feedback during the performance disturbs my focus	100%	-	17%	83%
Feedback during the performance makes me insecure	100%	-	67%	33%
A= Agree, D= Disagree				

From the Table 2, it is clearly shown that male learners have the same tendency to agree or disagree with the statements, while female learners have different perceptions in agreeing and disagreeing the statements. Those aspects in the statements may affect learners' motivation in performing the language (English).

For gaining further information, additional questions were given to learners to

discuss their feeling that affects the motivation.

    a.I feel worried when receiving feedback

    Male:

'yeah, because unconsciously, my brain is directed to think negatively about the feedback that I will receive'

'if the feedback is good, that is okay'

    Female:

'it can be occurred because of the teacher's high-tone in giving feedback'

'because I'm afraid of people around me'

'no, because feedback can train our courage to discuss it'

    b.   I feel embarrassed and insecure when receiving feedback

    Male:

'I'm shy when getting bad feedback'

'overcritical feedback can make me down'

    Female:

'yes, because I make many mistakes'

'no, because we know our mistakes'

    c.I feel enjoy when receiving feedback

Male:

'agree, because most of feedback is for ourselves to be better'

    Female:

'no, because I'm nervous'

'yes because it makes me understand my mistakes as long as the teacher delivers it well'

    d.   I feel motivated when receiving feedback

Male:

'yes, because of feedback, it makes me willing to improve my performance'

    Female:

'yes, because feedback shows the correct one'

Discussion

Beyond an opinion of a learner regarding to teacher's feedbacks during the oral performance, teacher's feedbacks have high-opportunity to help learners to perform better. Teacher corrects the mistakes that learners made including the grammar and

the pronunciation. The correction of teacher helps them to choose the suitable language and the way to deliver it in the next performance. Meanwhile, not all of the learners have good acceptance from teacher's feedback. When the learners have high-sensitivity, they will feel that the teacher is not giving enjoyable feedback for them. Harmer (2007) added that teachers' understanding of each learner and the situations should be considered when delivering the feedbacks to the learners.

Teacher has two roles in giving feedback including as coach and as judge (Cheng & Fox, 2017). It commonly occurred when teachers prefer pointing learners' mistakes to driving them to build their creative thinking in evaluating their mistakes. This is an expectation of male learner which he expects the teacher gives clue or option in correcting the mistakes. To make the learners' progress/result into feedback, teacher can have learners figure out the reasons for the aspects they got wrong (Brookhart, 2008). Learners will not get the correction directly, but they have time to notice the incorrect part and consider to correct it together with the teacher. It makes learners understand deeply about the error. Learners will have further thinking of some lack aspects with teacher's help and clue.

For having language course, learners do not feel the same. Some of them feel enjoyable and motivated to improve their language, some of them have anxiety when facing other people and getting feedbacks from them. Language classroom is an inherently face threatening environment, with learners being expected to communicate using a severely restricted language code. (Dornyei, 2001). It is also including the feedbacks given by the teachers to the learners. When some learners feel pressure during getting the feedback, they can be less motivated to have next performance because they feel that they have a lot of mistakes. Meanwhile, when the learners feel enjoyable from the feedbacks that they get, they are motivated to improve their learning and performance because they have found the good inputs from the teacher. Moreover, the tone of teacher in delivering the feedback is also being another important part in affecting learners' motivation. When the teacher cannot control the way to give feedbacks, learners feel depressed and cannot process the correction. By this case, teacher should observe the learners' respond and evaluate it.

Based on male and female perceptions, male learners have the same perceptions, meanwhile female learners have different perceptions. All male learners do not have any problems when gaining feedbacks for their performances. They receive feedbacks of their weaknesses and their strengths. Meanwhile, some female learners do not receive correction feedback from the teacher which it does not make them notice their errors of their performance. Dornyei (2001) stated that the learners also expect the teacher corrects their mistakes. The correction of their

mistakes attracted them to develop their ability. When the learners have understood the aspects that they make mistakes, the improvement can be occurred in the next performance. In the other aspects show that female learners have various characteristics which the feedbacks given by the teacher can affect to their motivation. Teacher's encouragement for all learners, not only specialize for male or female learners, build learners' belief that they have capability and good achievement (Dornyei, 2001).

In addition, the correction during the performance also has impact to male and female learners. When learners are not focus to their performance, or they feel insecure at that time during the performance, their motivation will decrease to continue it. Learners will feel unconfident for the next step because they feel that the teacher will cut it and correct their mistakes again. But in this case, not all female learners feel it. Some of them also need to be corrected at that time when they are making mistakes in order to help them performing better and perform it smoothly.

Conclusion

This study presents the investigation of learners' perceptions for teacher's feedbacks of their oral performances, and the feedbacks' impact to gender motivation. The questionnaire filled by the learners are based on their experiences during receiving feedbacks from teacher regarding to their oral performances in the classroom. Based on the findings, the learners do not have big tendency in complaining the feedbacks from teacher. Most of them feel that the teacher often corrects the errors and explains well to the presenter about their mistakes. Some of the learners also feel motivated from the feedbacks in understanding the error parts and doing better for the next performance. The things that affect to the reduction of learners' motivation are including the ways teacher delivers feedbacks. First, the tendency in giving the correction only without stating the strengths of the learners and it also lowers learners' motivation because they only understand their mistakes when performing. The next, the tone chosen by the teacher is making learners being ashamed and judged. They cannot respond it because the teacher speaks fast and no time for discussion.

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